

<p style="text-align: center;"><b>INTRODUCTION</b> <b>COURSE INTRODUCTION</b></p>
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**ENABLING OBJECTIVES:**

None

**ALLOTTED TEACHING TIME:**

1.5 hours

**STUDENT PREPARATION:**

A. Student Support Materials:

1. Student Guide, NAVEDTRA 38202-B,  
(1 per student)

B. Reference Publications: None

**INSTRUCTOR PREPARATION:**

A. Review Assigned Student Material

B. Reference Publications:

1. Naval Heritage Reading Assignment. Direct Line,  
Vol.17, No. 2: March 1997.

C. Supplemental References: None

D. Training Materials Required:

1. Instruction Sheets:

- a. TS Intro Course Introduction
- b. OS Intro-1 Course Introduction
- c. AS Intro-2 Personal Vision

2. Transparencies:

- a. TP Intro-1 Chief Petty Officers are
- b. TP Intro-2 Core Competencies

3. Video Tapes: None

**INTRODUCTION  
COURSE INTRODUCTION**

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**DISCUSSION POINT**

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**RELATED INSTRUCTOR ACTIVITY**

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**1. Introduction**

Congratulations from the Chief Petty Officer community on your selection to Chief Petty Officer! You should be exceptionally proud of reaching this major milestone in your naval career.

Now that you have been selected as a Chief Petty Officer (CPO), you may be just a little curious about what will be expected of you in your new role. In our Navy, the Chief Petty Officer is expected to be the expert on just about all matters pertaining to Navy life. You are now a technical expert, an administrator, a mentor, a counselor, a teacher, and organizer. In addition, you are expected to fulfill the many other responsibilities of a Chief Petty Officer. Throughout your career you have shown the potential for handling the broad responsibilities of Chief Petty Officer, and for that reason you were selected.

**Refer** to TS Intro-1, Course Introduction, (Direct students to turn in the Student Guide to Topic Sheet Intro-1).

**Refer** to OS Intro-2, Course Introduction, (Direct students to turn in the Student Guide to Outline Sheet Intro-2), and inform students they may follow along in their guides.

**Question:** What are some of the new roles that you will be expected to fill as Chief Petty Officers? (examples of possible responses listed below)

Technical expert

Administrator

Mentor

Counselor

Teacher

Organizer

Leader

Role Model

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**DISCUSSION POINT**

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**RELATED INSTRUCTOR ACTIVITY**

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2. Core Competencies – Chief Petty Officers are enlisted warriors who lead and manage the Sailor resources of the Navy they serve.

In addition to these new roles you are responsible for, have the authority to accomplish and are held accountable for the following core competencies:

- a. Leading Sailors and applying their skills to tasks that enable mission accomplishment for the U.S. Navy.
- b. Developing enlisted Sailors and junior officers.
- c. Communicating the core values, standards and information of our Navy that empower Sailors to be successful in all they attempt.
- d. Supporting with loyalty the endeavors of the chain of command they serve and their fellow Chief Petty Officers with whom they serve.

2. **Display** TP Intro-1, Chief Petty Officers are.

**Display** TP Intro-2, Core Competencies.

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**DISCUSSION POINT**

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**3. “Ask the Chief”**

The roles of the First Class Petty Officer and Chief Petty Officer differ in their responsibilities. However, the most dramatic difference is that First Class Petty Officers have someone to depend on for the answer to a problem. Until now, when a problem you couldn't handle has arisen, you have been able to say “Let me ask the Chief”--but now you are that Chief.

**4. The transition from E-6 to CPO**

The Chief of Naval Operations recognizes that your transition to Chief Petty Officer is a big step. To help you during this transition, he has directed the Chief of Naval Education and Training to provide you with this short course of introduction. Your instructors in this course are highly motivated, well-qualified people. Use this instruction time wisely and “pick their brains.”

Because this course is mandatory before your advancement, don't feel it is just another obstacle you must overcome. Take this opportunity to ask your instructors about situations they have encountered in the past or may encounter in the future. This course is intended to supplement and enforce your next level of training.

**5. Personal introductions****4. Question:** Why is this course important for you?

Provides important information on your transition to CPO.

**Question:** How is a Navy E7 different from other services?

- Uniform
- Indoctrination
- Expected to take charge
- More authority
- Independent commands
- Mobility
- Sacrifice – Leadership – Dedication
- Chief's Mess
- Transfer

**5. Ask** students to introduce themselves and tell something

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**DISCUSSION POINT**

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This activity is designed to break the ice. The objective should be to help you feel relaxed and to get to know each other.

6. Class norms

Class norms are a vital part of the instructional process. They provide guidance for the time the instructors/students are together.

about themselves.

6. **Brainstorm** a list of class norms to provide guidance on rules within the class.

The list may include the following items, but others may be added:

*Respect others' opinions*

*One person talks at a time*

*Maintain confidentiality*

*Be on time*

*Maintain equal opportunity*

*Give effective feedback*

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**DISCUSSION POINT**

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**7. Leadership Continuum**

The Leadership Continuum is a series of courses designed to boost the Navy's ability to achieve its overall mission by increasing the effectiveness of Navy leadership across all levels of the chain of command. Its purpose is to provide consistency and continuity of training in leadership and management topics across all Navy communities.

Eight Leadership Training Courses (LTCs) form the cornerstone of the Leadership Training Continuum. Four of the LTCs are enlisted courses: the Senior Enlisted Academy, Chief Petty Officer Leadership Course, First Class Petty Officer Leadership Course, and the Second Class Petty Officer Leadership Course. Attendance is a requirement for advancement to the next paygrade.

7. **Note:** Point out that the Leadership Continuum is a high priority for the SECNAV, CNO, and top leaders at the DoN. Selectee's next training will be the CPO Leadership Training Course, P-500-0021.

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**DISCUSSION POINT**

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## 8. Chief Petty Officer Indoctrination Course

## a. Mission

This course supports the Navy's mission to "be organized, trained, and equipped primarily for prompt and sustained combat incident to operations at sea by providing the leadership skills necessary to carry out the mission".

***Mission statement***

*The purpose of the Chief Petty Officer Indoctrination Course is to assist you in generating the confidence in yourself to become a Chief Petty Officer. Like the Chiefs before you, you are entering a time honored position held by a relative few in which the faith of the U.S. Navy has been entrusted.*

8. **Discuss** with the students their expectations of the CPO Indoctrination Course.

a. **Read** the Mission Statement

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**DISCUSSION POINT**

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**RELATED INSTRUCTOR ACTIVITY**

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**b. Course overview**

This course provides training to First Class Petty Officers for advancement to Chief Petty Officer.

Topic 1 History and Traditions of the Chief Petty Officer

Topic 2 Leadership

Topic 3 Management

Topic 4 Communication Skills

Topic 5 Relationship with Seniors and Subordinates

Topic 6 Navy Programs – Opportunities and Responsibilities

Topic 7 Chief Petty Officers' Quarters and Messes

Topic 8 Chief Petty Officer's Uniform Requirements and Regulations

Topic 9 Navy Heritage and Core Values

**b. Discuss** the course topics.

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**DISCUSSION POINT**

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## c. Course materials

## (1) Student Guide

The student guide has instruction sheets which supplement and complement the course. These sheets include: Topic Sheets, Outline Sheets, Information Sheets, Role Plays, and Assignment Sheets to support the topics. (See page iii of the Front Matter.)

## (2) Reference materials

Required reading is assigned from the Naval Heritage Reading List. References and Supplemental References are suggested as additional sources of information.

c. **Direct** students to turn to the Front Matter of their Student Guide and **review** the “How to Use Your Student Guide.”

(2) **Inform** students that they should have completed the reading from the Naval Heritage Reading List prior to class convening and should prepare a brief on the reading. Refer to the Assignment Sheet 9-7 in their Student Guide.

**Discuss** that the References and Supplemental References are suggested as additional reading.

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**DISCUSSION POINT**

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**9. Administrative matters**

Ensure completion of this course is documented in your service record.

**10. Personal Vision**

Well, now you're a Chief and you are about to report to your unit as a Chief for the first time. And...as a newly selected Chief Petty Officer you will be tasked with creating a viable vision that inspires your people and generates commitment. Keep in mind your vision must inspire you before you can inspire others, and you must know what motivates you before you can motivate others. You must believe in it or it will not be believable to others.

Turn the clock ahead two years.

Its your going away luncheon. If Sailors from your unit were to say a few words about you, what would you want them to say about you personally? What do you stand for?

9. **Inform** the students that this course should be documented in their Service Record.

Have the students brainstorm for a few minutes and capture their thoughts on the white board or chart pack.

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**DISCUSSION POINT**

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**RELATED INSTRUCTOR ACTIVITY**

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With these thoughts in mind, what is your personal vision as a newly selected Chief Petty Officer in the Navy? Your personal vision should address those issues and concerns of most importance to you personally. What do you want to be as an individual in two years, twenty years, in your lifetime.

Some questions to think about. What things are most important to me? What are my greatest strengths? What qualities would I like to develop? As a newly selected Chief, what contributions do I want to make? How do I want to be remembered?

## 11. Summary

Have the students spend approximately 20-30 minutes on their first draft of their personal vision. Also, inform the students to revise their personal vision during the three day indoctrination course. Remind students that this is a good first start, but personal vision statements change as we change and as times change.

Remind the students that at the end of the course they will be required to share one of the items in their personal vision statement or state what new impact they plan on having in the mess.

**Refer** to AS Intro-2, Personal Vision.

## 11. Summary

Student Guide

Class Norms

Be prepared to give brief on reading assignment